

## APPENDIX A

## 1

## EXAMPLES OF QUALITY STUDENT WORK

In the treatment of the strands in Chapter 3, many activity suggestions were listed in the right-hand column. Simply listing activities, however, may not communicate in a concrete way the appearance of quality student work. In this appendix a few examples of quality student work are presented to serve as models of what is possible.

There are three limitations with regard to what is presented here. First, because this is a print document, the Framework authors were unable to include examples of quality student work that cannot fit within this format, such as oral reports, debates, collages, mock trial performances, historical reenactments, and history magazines. Second, only a few examples of student work are provided here because the framework authors were advised by many reviewers not to make the Framework too long. Finally, some of the examples shown here have some imperfections, maybe a spelling error or two or a minor error of fact. We included the examples here with their mistakes not because we want to promote sloppy spelling or factual misinformation, but because the examples are real products of boys and girls that possess other strong redeeming qualities.

Despite those limitations, the examples shown offer some vision of what Missouri students are able to do with regard to the Show-Me Standards in the area of social studies.

### Elementary School Social Studies Activity “A Persuasive Advertisement About Missouri?”

by

Jan Keenoy, Fourth Grade Teacher  
Ross School, Parkway School District

#### Task

This task was used in conjunction with a unit on Missouri at the fourth grade level. The activity requires students to carry out library research, to organize ideas that come from a variety of sources, and to communicate ideas persuasively. Following are the directions given to the students:

*Think about all we have studied about Missouri. Pick out your favorite things and write a persuasive advertisement for Missouri—something that would make an outsider want to visit us. Put it on the magazine article form [we have been using].*

*Your work will be assessed on how well you:*

- *organize your ideas*
- *present factual information in your advertisement*
- *communicate your ideas to persuade readers to want to visit Missouri*
- *support what you write with appropriate illustrations*

#### Show-Me Knowledge Standards Addressed

- SS 2 (knowledge of) continuity and change in the history of Missouri, the United States and the world
- SS 5 (knowledge of) the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment

#### Show-Me Performance Standards Addressed

- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.8 organize data, information and ideas (including charts, graphs, outlines) into useful forms for analysis and presentation
- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity

#### Student Work

An example of one student’s quality response to the task may be found on the next two pages.

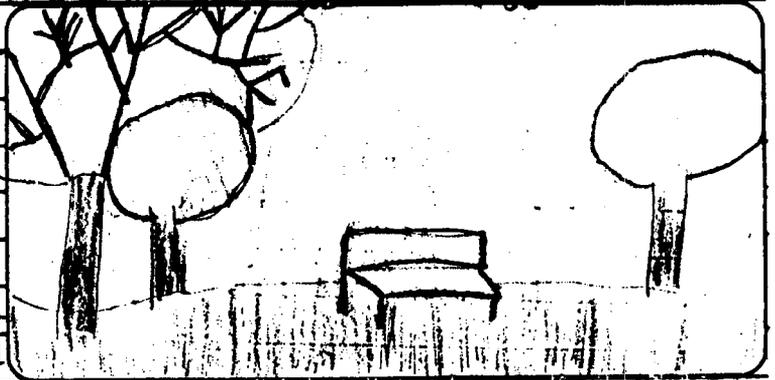
#### Commentary

Student responses were evaluated using the criteria cited above in the discussion of the task.

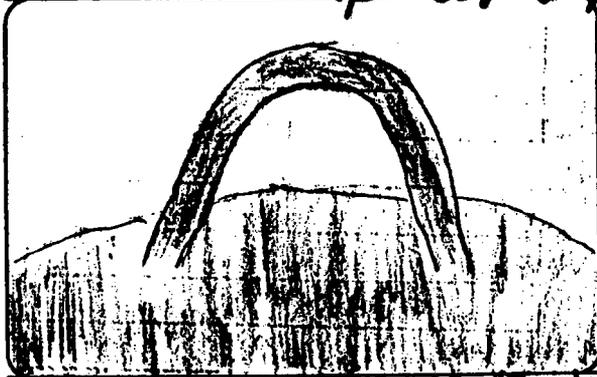
Hello and welcome to Missouri, "The Show me State." Missouri is a state of many historical sites.

One of the historical sites in Missouri is Forest Park. Forest Park is the largest park in the St. Louis area. Forest Park is where the 1904 World's Fair was held. During the 1904 World's Fair, ice cream and hot dogs were first tasted.

The St. Louis Zoo is also in Forest Park. The St. Louis Zoo is one of the best zoos in the world. The bird cage in the St. Louis Zoo was built especially for the World's Fair in 1904. The St. Louis Art Museum is also in Forest Park (pretty big park, huh).



The Art Museum is one of the best art museums in the U.S.

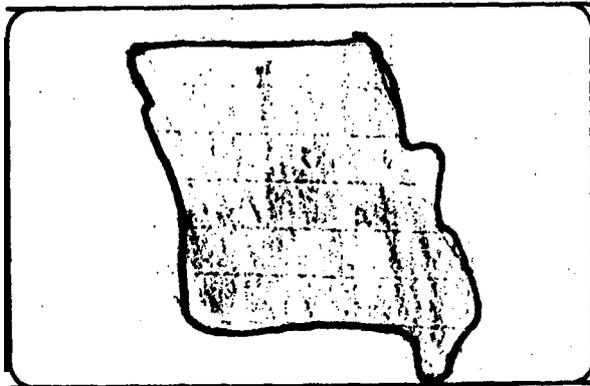


Another historical site in Missouri is the Gateway Arch. The Gateway Arch reminds us of St. Louis's nickname "Gateway to the West."

It is called the Gateway Arch because St. Louis is where many pioneers started their travel west. Some of the most known one trails are the Oregon Trail.

and the Santa Fe Trail. Below the Arch there is a very interesting museum.

Another historical site in Missouri is Union Station. Union Station, as you probably know, was once a train station. But later when airplanes became an easier way to travel, the station closed. When a company wanted to destroy the building, many people were against destroying the station. There were so many people against destroying the station, it was saved. Now, at Union Station there are many shops and you can see the tracks a train once used.



I think Missouri is a place where people of all kinds and ages can enjoy Missouri's sites. I hope you enjoy your stay in Missouri and you visit these and other places.

## Elementary School Social Studies Activity "Gateway to the West, A Historical Drama"

by

Jan Keenoy, Fourth Grade Teacher  
Ross School, Parkway School District

### Task

This task was used in conjunction with a unit on Missouri at the fourth grade **level**. The activity requires students to carry out library research, to organize ideas that come from a variety of sources, and to collaborate with each other to develop and perform an informative, entertaining play summarizing ideas learned in the unit. Following are the directions given to the students:

*Get into small groups and compose a play that depicts a conversation that might have occurred during the mid 1800s on the St. Louis Riverfront. Remember to include various facts about the people who traveled through the gateway to the West like the people wanting to use the famous trails, the gold rush folks, the trappers and various settlers. Make it fun and interesting, but don't forget the facts.*

*You will be given one day to meet in your group, make plans, and conduct research, a second day to choose parts, plan what you will say, and develop the script for your play; a third day to practice your parts; and a fourth day to perform your play for other fourth graders.*

*Your work will be assessed on how well you:*

- *present accurate information in the part you researched*
- *carry out your part in the play*
- *participate in the group to compose a good script for the play*

### Show-Me Knowledge Standards Addressed

SS 2 (Knowledge of) continuity and change in the history of Missouri, the **United States** and the world

### Show-Me Performance Standards Addressed

- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.7 evaluate the accuracy of information and the reliability of its sources
- 1.8 organize data, information, and ideas into useful forms (including charts, graphs and outlines) for analysis and presentation
- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity
- 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks

### Student Work

An example of one **student's** quality response to the task may be found on the next **three** pages.

### Commentary

Student work and performances were evaluated using the criteria cited above in the discussion of the task.

# GATEWAY TO THE WEST

A Historical Drama  
by Room 4 A

Setting: **St. Louis City** in 1850

A place near the docks on the Mississippi River where many people gather to do business.

(Note: Names of real historical figures are underlined.)

Kit Carson: I'm just getting ready to go up the Missouri River to the Rocky Mountains to trap beaver, bear and deer. They are calling us mountain men and we hope to become rich in the fur trade.

Felicity Morgan: I could use some of those furs. I'm always cold and never dressed right for the weather and the hardships of the frontier of Missouri. These high heeled shoes are killing me and I keep tripping over my long skirts.

Jonathan Becknell: Well, I'm headed down to the Southwest on the Santa Fe Trail that **was** started by the Spanish. We travel in wagon trains to stay safe from the Indians and we trade off some of our Missouri mules for silver and other goods and we always get more than we came with. We are helpful because we get information about the Southwest for the future settlers. We are getting rich on the Santa Fe Trail.

Becky Hollaway: I can't be very concerned with getting rich. I spend most of my day tending to the farm animals, making candles, keeping the fire going and nagging my children to do their chores. Where are those kids anyway --have they run down to the river to play again?

Ben Austin: My grandfather, Moses, wanted to take settlers down to Texas but he died before he got there. So my dad Stephen tried to carry out the plan but things got messed up when he had to go to the Mexican government to get **permission** to settle on their land. Finally, we now have many families coming through Missouri to go to Texas. Texas was a country for a while before it became a state in **1845**; so we are excited to get on down there.

Megan Jeremiah: I hope Texas has good roads. My husband is always off to repair a road that has gone rotten here in Missouri. He says he is expected to be there, but I know all the men work on the road for just a little while and then they spend the rest of the time playing cards and talking. I hope Texas doesn't **use** those plank roads that break down so easily.

**Abe Whitteker:** My family is going to Kansas City to get onto the Oregon Trail. Many of my friends and relatives have died or been ill on that trail over rivers, plains and mountains. But the ones who made it say that it is a rich land with plenty of rain. I can't wait to get started.

**Elizabeth Kelly:** The Oregon Trail was too much for me. I took one look at the map and listened to the sad stories and decided to stay here in Missouri with my husband and kids. The community where we live had a house raising for us and they made blankets for all my kids at the quilting bee. We are Missourians now and we're going to stay put right here.

**Laura Keen:** We heard about gold being discovered in California so we are taking a wagon train west to get rich. But we like it here. Maybe we will come back to Missouri if things don't work out. Many of my friends are tired already and are just going to stay in Missouri for good.

**Jessica Roberts:** My husband left to prospect for gold out west a couple of months ago. He said he'd send for us if he struck it rich but we haven't heard from him at all. The mail takes a long time to get there and back. I hope he's okay. I'm getting used to it around here. I guess we'll just have to wait and see. There's nothing I can do about it.

**Anthony Prescott:** I work for the Butterfield Overland Mail service and I just got the mail off the train at Tipton. It will take me 25 days to get the mail west. Isn't that fast?? I guess it isn't fast enough for the lady who wants to hear from her husband, the gold miner.

**Andrew Ashton:** That's nothing, I work for a huge supply company called Russell, Majors, and Waddell and we carry supplies to miners and ranchers and farmers out west. We use 40 thousand oxen on three thousand wagon trains to do our job. We're a big operation and we get the job done as fast as we can. Maybe one of my men has heard about this woman's husband and can give her information about how he is doing out west.

**Kevin David:** Maybe I can help. I am just a boy but I am the Pony Express rider and me and my team can get mail out west in about 10 days by switching horses every 15 miles. Once the trains come through, they won't need me anymore. But right now, I am the one everyone depends on for news to and from the frontier,

**Jessica Roberts:** Well, I hope I don't have to wait until the railroad is laid and the trains head west to hear from my husband. If I have to wait until then, I will just jump on that train and find him myself. And I wouldn't want to be in his shoes then.

The scene closes on the St. Louis Riverfront as the sun is going down. It is a busy place, filled with people who are setting out on new lives and adventures to the west.

## Middle School Social Studies Activity "Where in Missouri Are You?"

by

Linda Greason, Southeast Missouri State University  
Jana Loge, Southwest Missouri State University

### Task

This task may be used in conjunction with a unit in which students learn how to interpret maps. The activity requires students to use skills in mathematics and communication arts in addition to those in social studies. Following are the directions given to the students:

**Context:** *A school principal has asked the Student Council to contact several individuals to bring a special presentation for a school assembly. Members of the planning committee for this event need to give information to the person chosen to come to the school. The principal has asked the committee to give two alternative routes (using cardinal directions), the estimated mileage, and an approximate time to allow for driving from the speaker's hometown.*

**Prompt.** *The principal has made the decision on the guest speaker. Since the assembly will take place in February, please explain in a business letter which route you would recommend for the speaker to travel (including mileage and driving time) and give supporting reasons for your choice.*

**Criteria:** *Your work will be assessed on how well you:*

- *explain two suggested routes with accurate cardinal directions, mileage and driving time from Cape Girardeau to Jefferson City on the chart (see the following page).*
- *compose a business letter to the speaker including complete directions, mileage and driving time for the preferred route.*
- *justify the preferred route for February travel in your letter.*

### Show-Me Knowledge Standards Addressed

SS.7 (knowledge of) how to use tools of social science inquiry (such as surveys, statistics, maps, documents)

### Show-Me Performance Standards Addressed

- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 3.2 develop and apply strategies based on others have prevented or solved problems
- 3.3 develop and apply strategies based on one's own experience in preventing or solving problems
- 3.7 evaluate the extent to which a strategy addresses the problem

### Student Work

An example of a quality student response may be found on the next two pages.

### Commentary

Student responses were evaluated with separate scores for social studies, language arts, and mathematics using as criteria: clarity of communication, attention to the directions, and quality problem solving using maps as a resource.

## ASSESSMENT ACTIVITY

## WHERE IN MISSOURI ARE YOU?

Your school principal has asked the Student Council to contact several **individuals** to bring a special **presentation** for a **school** assembly. As a member of the planning **committee** for this event, **there** is **information** that needs to be given to the person chosen to come **to your** school. The principal has asked that you determine two alternative routes from the speaker's hometown to your **town**. With this information you need to give the principal the estimated mileage from the speaker's hometown to yours, the **alternative** routes to take (including **cardinal** directions), and an **approximate** time to **allow** for driving.

Your principal has made the final decision on the guest speaker. Since the **assembly** will take **place** in February, **please** explain to the principal in a letter **which** route you would recommend for the speaker to **travel** and give supporting reasons for your choice.

*The individual chosen to speak to your school is coming from Cape Girardeau to Jefferson City.*

Route traveled	Total mileage	Driving time
Get on I 55 N to I 270 W. Go from I 270 W to I 44 S to 2 Lane 50 to Jefferson City.	220 miles	3 hours 34 minutes
Get on I 55 N to I 70 W. Go on I 70 W to freeway 54 S to Jefferson City	265 miles	4 hours 6 minutes

Write a letter to the principal providing her with the suggested route from Cape Girardeau to Jefferson City. Support your choice.

1310 E. State Street.  
Jefferson City, MO 65102  
February 1, 1996

Mrs. Fenton  
1310 E. State Street  
Jefferson City, MO 65102

Dear Mrs. Fenton:

Here is the route I would suggest our speaker to use. The roads are state roads and will be cleared of the ice and snow sooner.

Starting from Cape Girardeau, our speaker should get on interstate 55 north until you reach interstate 270. Go west on it until you come to interstate 44 and go south. When you reach 2 lane 50, go west to Jefferson City. It is 220 miles and will take 3 hours and 34 minutes.

Sincerely,

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## High School Social Studies Activity "Constitution Essay"

by

Warren Solomon

Missouri Department of Elementary and Secondary Education

### Task

The Department of Elementary and Secondary Education designed this task as an essay for students to submit in applying for the Award for Outstanding Achievement in Citizenship. It may be used as a research paper assignment in a unit on the United States Constitution in an American Government course. The activity requires students to use skills in communication arts in addition to those in social studies. Following are the directions given to the students:

**Your research paper should address these questions:**

1. Which part of the United States Constitution, including its amendments, do you consider to be of the greatest importance? (Quote that part, limiting your quotation to no more than ZOO words.)
2. What does the part of the Constitution you quoted mean?
3. How does that part of the Constitution relate to your life and that of other citizens?
4. How might your life be different if the words (and meaning) of that part of the Constitution were different?
5. In the history of the United States how has that part of the Constitution been a source of controversy?
6. Why is that part of the Constitution important for all Americans to understand?

### *Special Directions in Answering the Above Questions*

1. The essay must be organized following the sequence of the questions as presented above.
2. The essay should be responsive to the above questions without straying from what they ask.
3. The essay should incorporate ideas from at least three published sources, which you properly identify in endnotes and a bibliography using any consistent standard format.
4. The entire essay not counting your endnotes and bibliography must be confined to no more than five double-spaced type-written or computer-printed pages of standard type (10 or 12 pitch).
5. You must do all work on this essay independently.

### *Scoring criteria*

1. Ideas should be communicated clearly and convincingly to readers using concrete examples.
2. The essay should be interesting to readers, holding their attention.
3. The ideas presented in the essay should be accurate.
4. The essay must follow the "Special Directions" noted above.
5. The essay must use standard English grammar, spelling, and style conventions.

## Show-Me Knowledge Standards Addressed

- ss2 (knowledge of) continuity and change in the history of Missouri, the United States and the world
- ss3 (knowledge of) principles and processes of governance systems
- SS6 (knowledge of) relationships of the individual and groups to institutions and cultural traditions
- ss 7 (knowledge of) the use of tools of social science inquiry (such as suveys, statistics, maps, documents)

## Show-Me Performance Standards Addressed

- 1.1 develop questions and ideas to initiate and refine research
- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.7 evaluate the accuracy of information and the reliability of its sources
- 1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentations
- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity
- 4.2 understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
- 4.4 recognize and practice honesty and integrity in academic work and in the workplace
- 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals

## Student Work

**An** example of a quality student response to the task may be found on the next six pages. The specific essay, rated highly by seven reviewers, which included educators and an attorney, was drafted by Emily Stipp from Lebanon High School.

## Commentary

The student response was assessed using a scoring guide based directly on the criteria noted above. The criteria were given to the student with the assignment.

WOMEN'S SUFFRAGE: A LOOK AT THE **19TH** AMENDMENT  
by Emily Kay Stipp  
January **10, 1996**

Of all the unalienable, guaranteed rights offered by the United States Constitution, I feel that one amendment is by far the most important to me. Without the 19th amendment, all other legislation would seem very insignificant to me as a female American citizen. The amendment reads as follows:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any States on account of sex. The congress shall have power to appropriate legislation to enforce the provisions of this article.

This amendment granting women the right to vote expanded the realm of the Constitution and altered the course of history.

Initially, the meaning of this amendment may seem very simple and even rather insignificant to some. It is not long and complex like so many of the other amendments, but short and simple in giving another group the right to vote. Yet, however small and insignificant it may seem, a quick look into the background of this right will reveal just how powerful the amendment really is. Women gaining the right to vote was not a sudden inspirational addition to the Constitution. Rather, it was hard-fought victory to an almost century long **battle**.

American feminism first began to emerge as an organized movement in the **1830's** and 1840's. Strong feminist reformers evolved from campaigns to end prostitution, promote temperance, and end slavery. When women became active in these movements, men did not allow them to participate as equals. Therefore, women soon began to realize that they also had very few rights. The first major step towards equality between men and women was the Seneca Falls Convention of 1848. At this convention, such great feminists as Susan **B.** Anthony, Elizabeth Cady Stanton, and Matilda Joslyn Gage wrote and adopted a coherent program for women's equality, "The Seneca Falls Declaration of 1848." Patterned after the United States' own Declaration of Independence, this program listed many grievances against

men, including his denying a women the right to vote. The declaration ends with a list of resolutions to promote equality and to end discrimination against women (Anthony 17'4-8).

Undoubtedly, the greatest goal of this movement was women's suffrage. For with the right to vote, came the power to become involved and to initiate change. Stanton, Anthony, and all their followers knew that to achieve respect and equality in social, economic, and religious settings, they had to first achieve respect and equality in the political setting. In 1890 the reformers founded the American National Women Suffrage Association with Anthony as president (**Rossi 408**). Assuming the role of a dedicated leader, she traveled from state to state campaigning for women's rights. As a result, the women's movement began rapid national and worldwide growth. Many states began to change property qualifications and allow women into colleges and universities ("Susan B. Anthony"). However, when Anthony stepped down as president of the ANWSA in 1900, she had still not accomplished her ultimate goal. It was another 20 years before women gained the right to vote, and only one of the first generation pioneers, Antoinette Brown Blackwell, lived to cast her ballot in that first election (**Rossi 407**).

As a result of hard work and determination, the ratification of the 19th amendment was one of the most significant events of the early 20th century. The amendment was so important because of what it meant to the ladies who fought for it. In her book, *Eighty Years and More: Reminiscences, 78157897*, Elizabeth Cady Stanton expresses her deep feelings on women's rights.

To me there was no question so important as the emancipation of women from the dogmas of the past, political, religious, and social. It struck me as very **remarkable** the abolitionists who felt so keenly the wrongs of the slave, should be so oblivious to the equal wrongs of their own mothers, wives, and sisters (qtd. in Gurko 58).

**It** is because of attitudes like this that the 19th amendment exists today. Today all women over the age of 18 have the wondrous privilege to cast their ballots. They no longer must hide in the shadow of **man**. Women today not only vote, but also work along side men in

positions of public office. Without the 19th amendment, this feat would have never occurred. Great women leaders such as Sandra Day O'Connor and Nellie T. Ross won high political offices because following women's suffrage, women began to gain the respect and confidence they deserved.

As I stated before, this portion of the Constitution is very important to me because it relates directly to my life. In two months I will turn 18. I will fulfill my duty as an American citizen by registering to vote. The thought of voting in the upcoming Presidential election excites me and makes me proud to have the right to vote. I am thankful to the early feminists for fighting to give me this right. Even though most of them never got to vote, they have taken part **in every election since 1920**. For every time a woman goes to cast her ballot, she is representing those brave reformers and everything they stood for.

If the 19th amendment did not exist or was different in any way, my life would also be vastly different. I would not enjoy many of the freedoms, rights, and privileges that I do today. For if women would never have received the right to vote, many other changes would never have come about. Conditions would most likely be very similar to those of the 19th and **early** 20th centuries. In those eras, a woman was legally "dead," especially if she was married. Under the common law, a married woman ceased to exist. She could not be a witness in court, control her earnings, choose where she would live, or control her property. She herself was the property of her husband. The common law was somewhat kinder to unmarried women. She could own and manage property that she could acquire through her own inheritance or labor. Her means of obtaining property, however, seemed very limited. Great social pressure to marry also existed during that time period; therefore, it left very few single, independent women. Even those few had no say in government or politics. Woman was only a silent figure in standing along side a man (De Pauw 4847).

Besides these adverse conditions, many other problems would arise in my life without the right to vote. I would not feel protected or entitled to any of the other rights offered in the

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Constitution. For without the right to vote, I would have no say in politics at all. My life would fall out of my hands. Every one of my basic rights would falter in some way, shape, or **form**. I would have no freedom of speech because what I have to say would not matter to a **male-**dominating world. I would have no need for freedom of assembly, **press**, or religion, because I could do nothing to enforce, pass or initiate my legislation. Basically, the Constitution that now protects and guides me would serve no real significance in my life.

Getting the 19th amendment passed was not an easy chore and involved **much** controversy. The greatest of these occurred on November **1, 1872** when Susan B. **Anthony** and a group of her followers demanded to register to vote. She claimed to have the **right** under the 14th amendment's equal protection clause. With Anthony threatening to bring charges against them, the officials conceded to let her register. On November 5, 1872, she and her followers went to the polls and voted. Immediately after casting their ballots, officials arrested the women and put them in jail. An all male jury found Anthony guilty and fined her **\$100**. She declared that she would never pay the fine and was secretly pleased that her case had gone to court. Her stand gained great publicity for women's rights as well as created a certain amount of sympathy for her and her followers ("Susan B. Anthony").

Controversy has also occurred in the years following the ratification of the 19th amendment. Many cases have gone to court involving just how far to extend the rights; of women. Cases such as Reed v. Reed (**1971**), where the court held that women were as entitled as men to serve as administrators of estates, and General Electric v. Gilbert (**1976**), forbidding sex discrimination by private employers, all stemmed from the 19th amendment (Cushman 403,404). Numerous other cases have given women more and more rights over the years. But if it had not been for the initial right granted to them, the right to vote, women would have never evolved into what they are today.

For women to continue to strive for equality, it is extremely important that all **Americans** understand the true meaning of the 19th amendment. America has come a long way, but have

we come far enough? Women still have not obtained all of the rights of equality **proposed** by the “Seneca Falls Declaration of 1848” or hoped for by early reformers. A double **standard** still exists in our society today. It is obvious to see that we have not reached equality by looking at the mere numbers. A women earns **\$.72** to a man’s \$1 .00 (**Hitchings** 778). Men also hold the majority of powerful and influential positions in today’s society. To alter this current trend, efforts for equality must again initiate a change. Men must remember the 19th amendment **and** what it stood for. He must encourage women to strive for greatness in the political world instead of beating her down with his “superiority.” Finally, he must realize what it took legislatures over 100 years to realize: That given the chance, women can compete in a **fast-paced**, intellectual race and can offer great contributions to our society.

We as women, however, must accomplish the greatest task. We must prove that we can indeed prosper in a man’s world. Right now, many women are failing in this attempt. We have been granted a great privilege to express our views. Yet women have had one of the lowest voting percentages of all groups. It took until 1988 for the percentage of women voters to equal the percentage of men voters (Wayne). If we do not vote, then we do not deserve our rights as American citizens. It is important for us to understand the significance of the 19th amendment and the tremendous responsibility we have in upholding it. In conclusion, every American citizen should realize that legislatures took an important and courageous step in 1920. The 19th amendment opened a new door to politics and we, as American citizens, have the key to get in. There are no limits as to what we can achieve through this avenue. To quote the last public words spoken by Susan B. Anthony, “Failure is impossible” (“Susan B. Anthony”).

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## High School Social Studies Activity “Early African Newsmagazine”

by  
High School Social Studies Faculty  
Rock Bridge High School, Columbia School District

### Task

Following are the written directions given to students for this assignment:

*For this cumulative assignment, you will be part of a 3- or 4-member group which will produce a retrospective “special edition” newsmagazine of early Africa. The magazine will include articles from all the kingdoms/tribes represented by your group. Each member will be responsible for producing four articles and a visual from the kingdom/tribe he or she studied in class. Thus, a 4-member group will produce a magazine which includes:*

- 4 articles/1 visual from North Africa*
- 4 articles/1 visual from the Bantu/Zulu*
- 4 articles/1 visual from East Africa*
- 4 articles/1 visual from West Africa*

*Each student will be graded individually on the 4 articles and 1 visual he or she produces (105 points). In addition, each student will receive a group grade for the overall product, specifically the cover, the layout, and the general editing (30 points). Thus the entire project will be worth 135 points.*

*Because this is a group project, your group members are counting on your participation and contributions. You must not only contribute 4 articles and 1 visual to the group; you must also serve as a proofreader for all the other articles written by your group members. You will be expected to offer positive criticism and suggestions concerning the layout, the cover, and the visuals. It is imperative that you meet all deadlines set up by your group: if you leave your articles at home the day the magazine is due, you have not only destroyed your own grade, you have also destroyed part of the grade for the rest of your group members.*

*Most groups work best if each member is assigned a specific task in addition to his/her individual task of providing 4 articles and 1 visual. These tasks may be:*

**Editor-in-chief:** *This person is in charge of collecting all articles, assigning the articles to various group members for proofreading and editing, setting up deadlines, and keeping everyone on task.*

**Layout expert:** *This person is in charge of deciding how wide the newsmagazine columns should be and letting everyone know how wide to type the articles and to draw visuals. Once the articles have been proofed and edited, the layout expert arranges the articles in columns and pastes them together in a rough draft to give to the computer expert.*

**Visuals expert:** *This person collects the visuals, checks for appropriate captions, adds color if necessary, and works with the layout expert for inclusion of the visuals in the newsmagazine.*

**Typist (computer expert):** This person is responsible for putting the entire newsmagazine on computer in column form. He/she must work with all the other experts to receive the rough draft layout in plenty of time to get it typed. Since this is *the* largest of the four jobs, this person might be excused from proofreading and editing duties.

### SPECIFIC EXPLANATIONS OF ARTICLES AND VISUALS

#### 1. News article

This article must be treated as a regular front page news story about an event of major significance in the history of the kingdom/tribe. The reporting of this event should include detailed answers to the questions:

Who was involved in this event?

What was the event?

Where did the event take place?

When did *the* event take place?

Why did this event occur?

...and since this is a retrospective look at *history*, it is also important to add...

What is the overall *significance* of the event in the history of this kingdom/tribe? What does the event reveal about the people and their culture?

#### 2. Editorial

An editorial is an article that expresses one person's opinion on a given issue or topic. Choose an issue or topic which might have been controversial or "hot" at the time of this civilization. Then take a stand on the issue, using specific historical facts, details, and reasons to back up your opinion. Your opinion is only as valid as the evidence you use in support. You might take a particular environmental issue, a controversial law, a particular belief which may have been attacked, or a conflict which has been brewing in this kingdom/tribe. The good editorial not only expresses an opinion; it generally suggests action to be taken concerning the topic or issue under discussion.

#### 3. Obituary

Choose a "great" person to serve as the subject of an obituary. Pretend you are writing the article soon after the person's death. Find as many historical facts as possible to include about this person, and be sure to explain his/her significance to the history of the people and their culture.

If no "great" person was mentioned in your reading about this kingdom/tribe, make up an *imaginary* citizen who might have lived in this kingdom/tribe. Give him/her a name, typical job, and a series of accomplishments which would be appropriate to life in this culture.

#### 4. Feature or Human Interest Article

This kind of article features some topic that would have been of interest to *the* people at *the* time of this civilization. For example, it might be an article about a new farming technique, the construction of a house of worship, the dedication of a culture center, or a scientific or medical breakthrough in some particular area. The writing of this kind of article requires creativity and imagination.

## 5. Visual

*A visual may be a picture, a graph, a map, a diagram, a chart, or a drawing which supplements the information given in an article of the news magazine. A visual must be accompanied by a caption which explains what it shows and its significance. Color generally makes a visual more appealing.*

### Show-Me Knowledge Standards Addressed

- SS 2 (knowledge of) continuity and change in the history of Missouri, the United States and the world
- SS 6 (knowledge of) relationships of the individual and groups to institutions and cultural traditions
- SS 7 (knowledge of) the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

### Show-Me Performance Standards Addressed

- 1.1 develop questions and ideas to initiate and refine research
- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.4 use technological tools and other resources to locate, select and organize information
- 1.7 evaluate the accuracy of information and the reliability of its sources
- 1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentations.
- 1.9 identify analyze and compare the institutions, traditions and art forms of past and present societies
- 1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity
- 2.7 use technological tools to exchange information and ideas
- 3.1 identify problems and define their scope and elements
- 3.2 develop and apply strategies based on ways others have prevented or solved problems
- 3.3 develop and apply strategies based on one's own experience in preventing and solving problems
- 3.4 evaluate the processes used in recognizing and solving problems
- 3.6 examine problems and proposed solutions from multiple perspectives
- 3.7 evaluate the extent to which a strategy addresses the problem
- 4.1 explain the reasoning and identify information to support decisions
- 4.3 analyze the duties and responsibilities of individuals in societies
- 4.4 recognize and practice integrity in academic work and in the workplace
- 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
- 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks.



November 10, 1994 \$2.50

# THE SPOTLIGHT

**Islam: Is it for us?  
Get this writers opinion.**

**The most up-to-date report on  
the situation in Zululand you'll  
find!**

**The drought is driving the people  
away! How the drought in Ethiopia  
and Egypt will affect the rest of Africa.**

**Sanctuaries of Stone:  
The inside scoop on these new  
churches.**



# Editors

Becky Kling

**Lindsay Woodward**

**Brooke Stern**

**Krista Lang**



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**ZULU DEFEAT BRITISH**  
**BY BECKY KLING**  
1879 A.D.

The **tension between the Zulu and the British has been building up** for many months now. The **British** feel they **deserve** the Zulu's **land** to expand their **colonies**. The **Zulu's** feel the British have **no right to the land that has been theirs** for so many generations.

Finally **last** week, the tension broke. The **British** invaded **Zululand** on the *morning* of **November** 1879. One week later, they walked back out **shamefully defeated**.

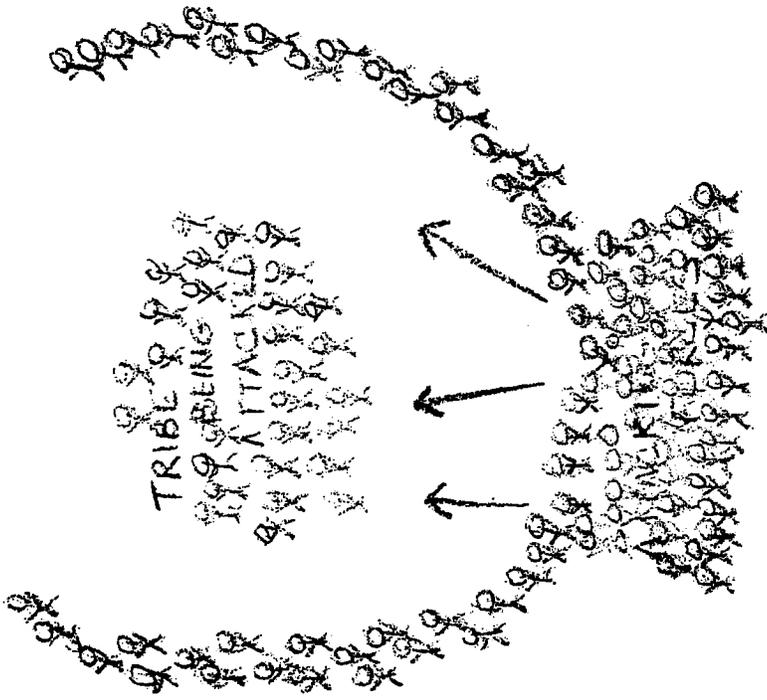
The Zulu's **surprised** the British **with their determination and strength**. How could the **British** have known that **their primitive enemies could be so organized and powerful?**

"**Organization is** the key. My **soldiers are all very well trained and very disciplined**", Cetshwayo said **of his warriors**. **Many people believe that Cetshwayo deserved all the credit** for the **smashing** success of the Zulus. **It was his knowledge and creativity that gave birth to the war tactics that have proved so productive for his people**.

The **Bull Horn** tactic, as it's called, consists **of a center force with extending arms to surround the enemy**. When applied, **this strategy almost always prevents the enemy from defending itself**.

Although the **British** were sorely **humiliated last week**, **no one doubts that this conflict will continue to grow**. The **only question we have now is who will come out victorious, and who will ultimately be destroyed**.

ILLUSTRATION BY KRISTA LANG



# THE BULLHORN FIGHTING TECHNIQUE

**PUNIC WAR ENDS-- AGAIN?**  
BY BROOKE STORM  
202 B.C.

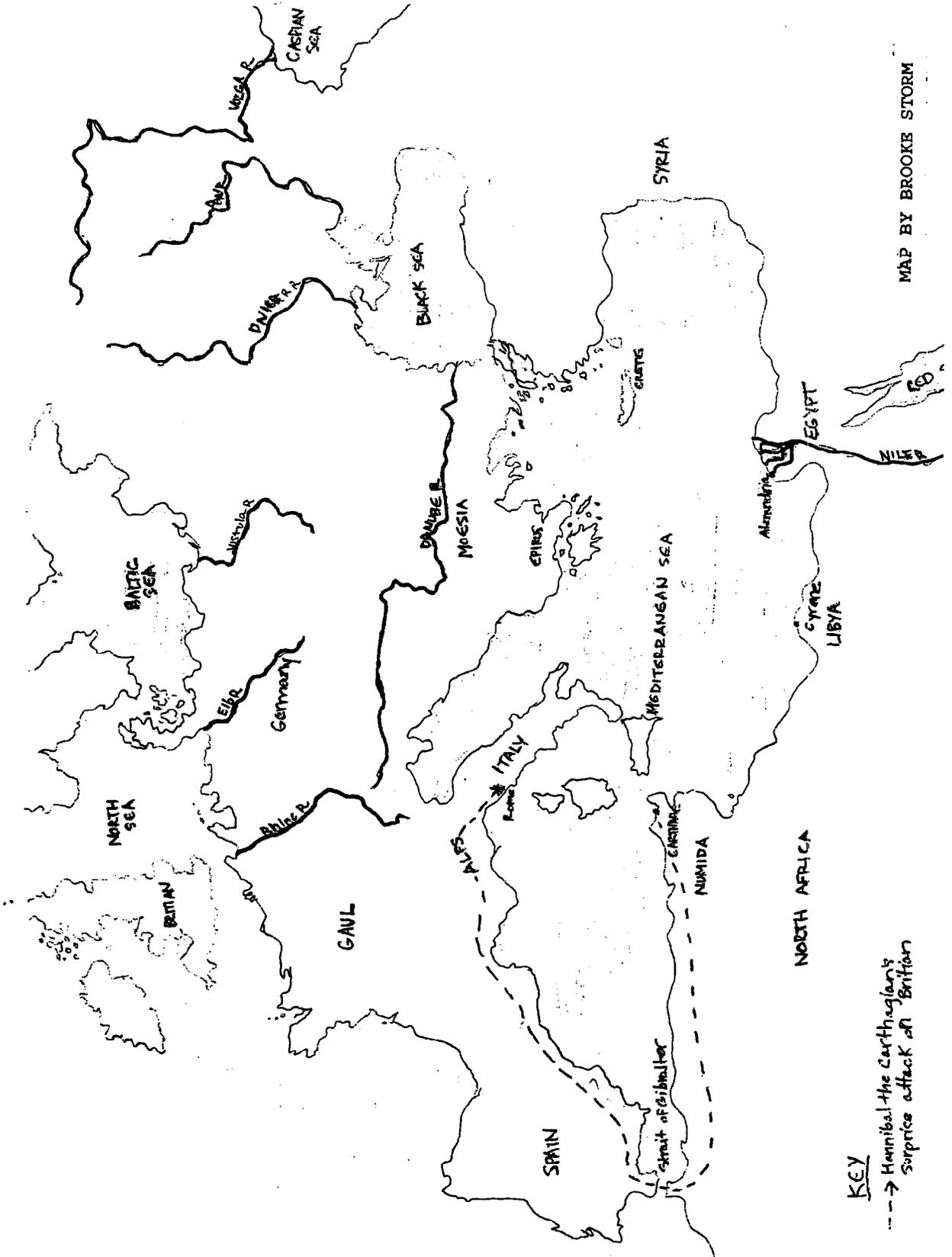
Seventeen **years** ago, the people of the **Carthaginian** Empire had high hopes and expectations **for** their long respected and newly appointed avenger, Hannii son of **Hamilcar Barca**. **The people of Carthage** simply could not ~~except~~ their loss to Rome **over** the **straits** between Southern Italy and Sicily. Twenty-two years after Rome gained control of Sicily, the citizens of Carthage found the leader who they deemed capable of **defeating their long time mediterranean foe**.

In 219 B.C., Hannibal went to Spain in order to gain knowledge about war tactics, and he did. He learned new methods of war waging and he learned that mobile forces were the key to effective armies. Later that same year he fooled the entire Roman army by completing one of the most **difficult** treks of all time. He lead his army along the North **African** coast, across the strait of **Gibraltar**, through Spain, **over the Alps, into Italy, and right up** to the Gates of Rome.

**Although Hannibal and his army** took Rome and its general Scipio **Africanus** by **surprise**, Rome's allies stood by his side. Scipio began to copy **Hannibal's** mobile **warfare** tactics. This **and the fact that Rome simply had more** manpower than Carthage were the two **factors** that eventually led to Hannibal's defeat at home.

*scipio* **While Hannibal was battling in Italy, Africanus sailed to Africa. The two rivals met up for the final show down near the town of Zama. Sadly for Carthaginians, Hannibal was defeated** and Rome maintained control of Sicily.

**The First Punic War** lasted for 23 years. Now the Second **Punic War** is finished. It lasted 17 years. Are the **Punic Wars really over? Or are they the** previews to a never-ending **nightmare?**



MAP BY BROOKE STORM

**KEY**

--- → Hannibal the Carthaginian's  
Surprise attack on Britain

**SUNDIATA vs. SOUMAORO**  
BY KRISTA LANG  
1235 A.D.

**Soumaoro**, the **previous** leader of our empire, had recently **invaded** Mali. **Sundiata** was upset by this action of **Soumaoro's** and decided to **challenge** him.

**Soumaoro** had an of **Sundiata's** **brothers** killed, for **fear** that they would one day challenge him. **Sundiata** was **spared due to his inability to walk until the age of seven**. **Sundiata** surprised both **himself** and the rest of the people living near him. **He was able to first walk with the aid of an iron rod**.

**Sundiata and his army entered Sosso with his army and razed Soumaoro's** capital city. **sundiata** then **proceeded to touch Soumaoro with a cock's spur** and won the **battle**. As **Soumaoro** was dying, he claimed to **have seen a black bird passing overhead**.

**Sundiata** claimed that **Nina Triban** helped him by telling him that the way to defeat **Soumaoro** was to touch him with the **cock's** spur.

A **witness** of the battle commented that "**Sundiata is our new leader and he will be a stringer and more just leader than Soumaoro was**. **Soumaoro** never shared his wealth and only wanted things for himself. **Sundiata is a leader with the people, where Soumaoro was a leader practically against the people**".

---

THE DISASTEROUS DROUGHT  
BY LINDSAY WOODWARD  
274 B.C.

Ethiopia is now **having** the most **terrifying** drought in its **history**. It has lasted 3 months now, and **the** Ethiopians havenoideawhentherainwillcome again. **The Ethiopian and Egyptian** leaders met two weeks ago to discuss the problem.

The drought has killed thousands of cattle and **cropla**, thus killing people as well. The **Blue Nile, the** White Nile, and the Nile **Rivers are** so low that **the** people **can't afford to give water to the animals** since they **are** saving it **for themselves**. **The soil is very dry, which is causing many deaths from starvation since a great portion of Ethiopian farmers practice subsistence farming.**

**Egypt is also suffering from the drought, since they are dependent on the Nile River for fertile soil and irrigating the land.** The Ethiopian leader, King **Meninek, took a journey to Egypt to meet with the Egyptian leader.** Although traveling through the **mountainous region of Ethiopia is extremely difficult,** King Meninek said "It was worth it. **Egypt's King and I have come up with many ideas on how to save and ration our water to decrease the number of deaths**".

**The drought is becoming so bad that the nomadic people of Ethiopia are beginning to migrate into central parts of Africa. The population of Ethiopia is decreasing rapidly, but hopefully the rain will come soon. In the meantime, the efforts and cooperation of the Kings will have to be enough.**

SAND ART  
BY BROOKE STORM  
220 B.C.

**Manzid Marca is a local merchant** here in **Carthage**. Many of you have probably seen his store in the sea side marketplace. He is the one and **only dealer of Sand Art**.

This **unique artist takes sand from the great Saharan Desert**. Next, he dyes the **sand with different colors which he receives from another local Carthaginian** as well as Roman **traders**. He pours the **colored sand in layers so that from the outside of the glass container, the sand forms stripes or other similar designs**. **The sand comes in many different shades ranging from teal to silver, and the glass containers come in an assortment of shapes and sizes to insure that everyone can find something to their liking**.

**Manzid grew up on the outskirts** of Carthage. **His father was a carpet maker. In her spare time, Manzid's mother used to make similar, but much simpler Sand Art creations to decorate their home. Manzid took a special liking to these ornaments and quickly developed his own designs**.

Walk into almost any house in the **city and you will find a fine example of Sand Art. A true artist at work, Manzid Marca is one of Carthage's finest**.

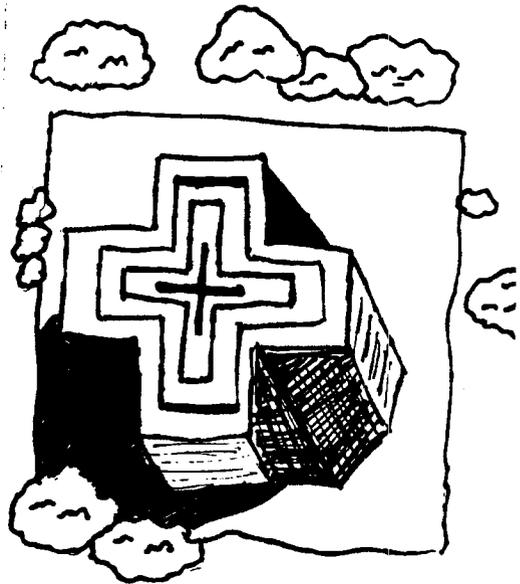
THE THIRD CHRISTIAN ORTHODOX CHURCH  
BUILT BY KING LALIBELA'S WORKERS  
LALIBELA, ETHIOPIA.

THE SANCTUARIES OF STONE  
BY LINDSAY WOODWARD  
1187 A.D.

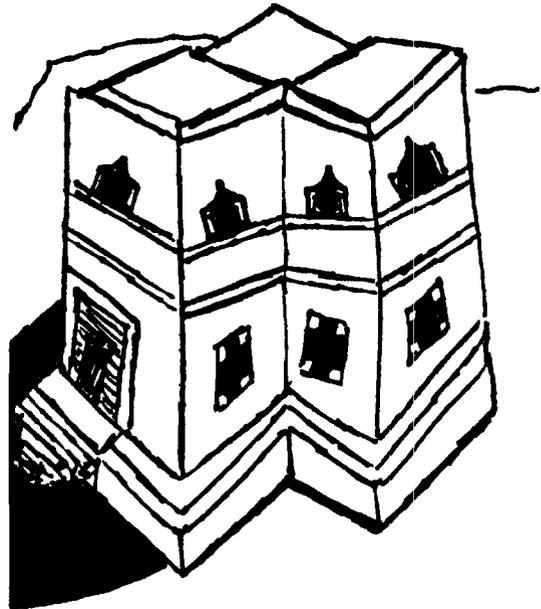
The people of Ethiopia have now finished their third Christian Orthodox Church. The three churches are centered around the town of Lalibela. The Zagwe King, Lalibela, ordered his workers last year to carve eleven churches out of the existing rock in the city, and have them named after him.

The Zagwe Dynasty has helped Ethiopia flourish into a thriving kingdom again, and the churches are one way they are accomplishing it. After the fall of the Axumite Kingdom, Ethiopia had no single ruling power for several hundred years. Then the Zagwe Dynasty began in Lalibela, a town south of Axum.

Although the Zagwe Kings are also Christian, they did not claim the solomonic line. These churches will be symbolic of their Christian Orthodox beliefs, and those of their descendents. The King's workers dug a 40 foot trench around a huge block of stone, painstakingly carved it into the shape of a Greek cross, and then hollowed it out. King Lalibela made sure the churches were indestructably built; he wanted Christians to have an eternal spiritual refuge.



ARIEL VIEW



SIDE VIEW

8

ILLUSTRATIONS BY LINDSAY WOODWARD

SHAKA ZULU; LEADER OR LOSER?  
BY BECKY KLING

225 B.C.

Recently it has come to my attention that many people are unhappy with our new leader, the great and powerful Shaka Zulu. People have been saying all sorts of things about him, crazy insane things that are so obviously untrue it's amazing they're even printed. Things such as "Shaka Zulu's new fighting methods are only hurting us", "Shaka Zulu's new fighting methods are only encouraging war instead of family-- death instead of life".

People, WAKE UP! Shaka Zulu's new fighting methods are keeping us alive! We need the land he fights for. Our population grows all the time so how can anyone claim that our value of life is going down when our numbers of productive tribesmen grow all the time? Shaka Zulu has made us stronger. Look at what we've gained-- land, land, and more land!

Many people say that we should look back at our ancestors, the Bantu before the Zulu emerged: peace loving and appealing to others through knowledge and wisdom. But times have changed! The things we know now are known by all others. Our iron working skills are old news. So everyone must realize that Shaka Zulu is a hero to us. He is leading us to glory and fame! And think about your own advise. We are absorbing others with our knowledge and wisdom; the knowledge and wisdom we have to conquer!

# THE SPOTLIGHT

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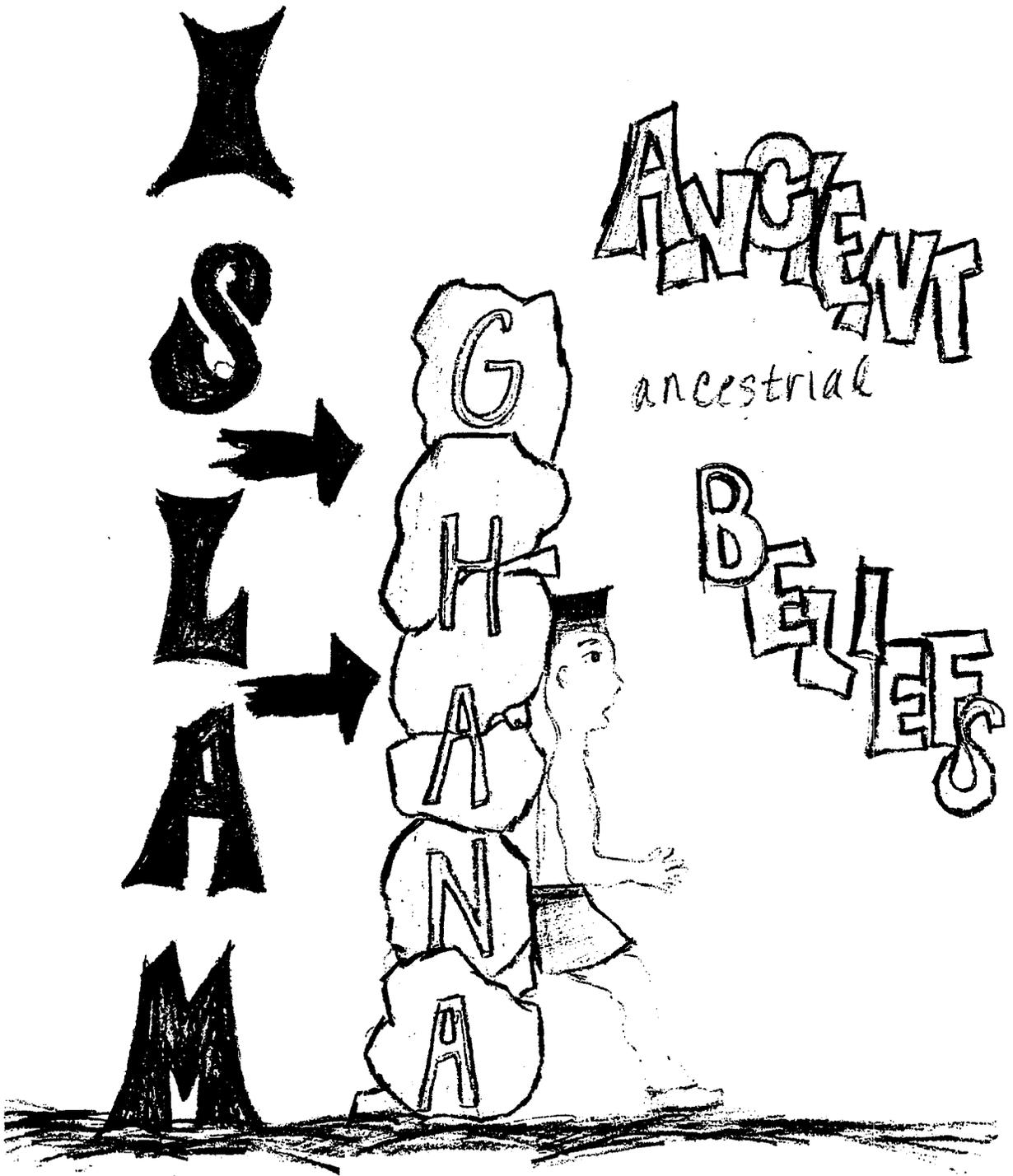
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THE REVOLUTIONARY  
RELIGION  
BY KRISTA LANG  
681 A.D.

Dear fellow Ghanians, we are faced with a great threat to our lifestyle. Our heritage and ancestry are on the front lines of war and unfortunately, change seems almost inevitable. Or is it?

We have survived (and may I also mention prospered, grown and flourished) for the past 400 years with our native ancestral ways. We have grown from a small people to a larger and more advanced people. We have worshipped our ancestors and performed all of the necessary religious rituals and prayers and have achieved more than mere survival over the last few centuries. Think of it this way, if we have truly been worshipping false gods and spirits, wouldn't we know by now? Would we still be alive? Surely our Ghanian empire would have died out and become non-existent if we had angered other gods, wouldn't it?

We must refuse the Islamic religion that is entering our empire at an infectious rate. We can't let our children and generations to come have such a false religion forced upon them. We need to fight against the building of those ridiculous mosques. If we refuse to believe what the Muslims say to us, how can they convert us and draw us into this mendacious theism called Islam?



POLITICAL CARTOON BY KRISTA LANG

**ULUZ AKASH, A TRIBUTE  
BY BECKY KLING  
1879 A.D.**

The entire kingdom of Great Zimbabwe mourns the death of Uluz Akash today. Mr. Akash was one of Zimbabwe's greatest warriors. He was killed by a British soldier in last week's war. Uluz Akash's death, while extremely unfortunate, was also a blessing. He courageously gave his life to save his brothers. He will not be easily forgotten; his memory shall live on until we are all with him and far beyond.

Uluz Akash was born on April 11, 18 to his loving parents, who were killed while he was still an infant. Uluz Akash leaves no survivors, except for his faithful followers.

Services will be held this Saturday at the Great Temple in Zimbabwe at one o'clock p.m. Offerings in his memory will be received at that time as well.